Texas Education Agency
Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2014 JAN 23 PM 2:10 DOCUMENT CONTROL CENTER
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1	
Wayside Schools	74-2860628	6405 S. IH 35	
Mailing address line 2	City	State	ZIP Code
6405 S. IH 35	Austin	TX	78744

County-District #	Campus number and name	ESC Region #	US Congressional District #	DUNS #
227803	102 – REAL Learning Academy	13	35	078702888

Primary Contact

First name	M.I.	Last name	Title
Teresa	A	Elliott	Chief Operations Officer
Telephone #	Email address		FAX #
512-299-1348	telliott@waysideschools.org		N/A

Secondary Contact

First name	M.I.	Last name	Title
Matthew	M	Abbott	Chief Executive Officer
Telephone #	Email address		FAX #
512-773-0049	mabbott@waysideschools.org		N/A

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Matthew	M	Abbott	Chief Executive Officer
Telephone #	Email address		FAX #
512-773-0049	mabbott@waysideschools.org		N/A

Signature (blue ink preferred) — Date signed: January 22, 2014

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 227-803	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☐
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☐
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☐	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 227-803	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 227-803	Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances	

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 227-803	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

THE ISSUE

The Educator Excellence Innovation Grant is offered at a critical time in our district's history as we tackle **exponential student growth, significant student demographic changes, and hire more new and inexperienced teachers than ever before**. Wayside Schools, a public charter school district, is named after the award-winning book series, *Sideways Stories from Wayside School*. Just like our namesake, Wayside Schools is a place where the students always "win." What do we mean by "winning"? At Wayside Schools students "win" when only the very best people both teach in and lead our schools. How do we do this? By having the resources to develop an **effective end-to-end model to identify, develop, promote and retain the best classroom and school leaders over time.**

Wayside Schools is a **fast growing charter district**, in the **2010-11 school year, the enrollment was only 256 students**. Since that time the school has **grown 437% to 1,118 students in less than 20 months**. By the end of this grant period, August 31, 2016, the district's enrollment is projected to increase by **another 177% to 1,980 students**. The growth will not stop there. Wayside Schools anticipates continuing to grow **another 151% to 2,984 students** over the next nine-year period.

Wayside Schools is a **rapidly changing district.** With each year of growth, Wayside Schools continues to serve more **limited English proficiency, economically disadvantaged, and at-risk students.** This trend is not anticipated to lessen, but rather increase. The table below reflects the substantial changes in the schools' student population over the past three years.

Year	Afr. Am.	Hispanic	White	Am. Ind.	Asian	LEP	Eco Dis	At-Risk	Sped
11-12	2.8%	39.9%	50.2%	.8%	2.4%	4%	32%	29.2%	6.7%
12-13	4.8%	62%	30%	.6%	.2%	22.4%	61%	45.5%	5.8%
13-14	4.9%	63.6%	25.7%	.4%	2.3%	**24.9%**	**55.2%**	**51.3%**	6.7%

Also, Wayside Schools is a **district of new teachers. Sixty-one percent** of the faculty has three or fewer years of experience. The table below shows the change in teacher experience over the past three years, and it is clear the challenges that will face our district if the school fails to develop **an effective end-to-end model to identify, develop, promote and retain the best classroom and school leaders over time**.

Year	Beginning	1-5 Years	6-10 Years	11-20 Years	Over 20 Year
11-12	1	12	3	6	0
12-13	**13**	18	5	11	1
13-14	**18**	**27**	10	11	1

THE SOLUTION

The **Pursuit of Excellence Program** (PEP) develops and implements a comprehensive **Leadership Development Strategy designed specifically to identify, develop, promote, and retain the best classroom and school leaders over time**. This **Leadership Development Strategy** impacts all parts of the professional lifecycle of educators from recruiting and hiring, to increasing teacher capacity within the classroom, and ultimately developing and supporting a comprehensive talent pipeline of future leaders ready to meet and exceed the needs of students.

During the first phase of **PEP** rollout, clear and defined **criteria for recognizing excellence** while focusing on a candidate's leadership potential and professional aspirations at all levels of the school and district is established. Expanding on this, Phase II creates **targeted leadership pathways** and assesses all current and prospective leaders for best fit within the district. Phase III officially launches the full rollout of the **Leadership Development Strategy** (Bain Brief, 2013). *SR #8 Multiple Career Pathways* **With** the full execution of this program, the **Leadership Development Strategy** is implemented for the 2014-15 hiring cycle and refined over time. Critical to the success of this strategy is a **major paradigm shift from "hiring for staffing vacancies" to "hiring potential leaders," therefore**

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 227-803 | Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

setting the stage for creating a robust and capable talent pipeline. This shift coupled with the deliberate cultivation of a strong pool of applicants through formal partnerships with pre-service (student teaching) placements, strengthened onboarding programs, and targeted mentorship will aid success and retention of profound teachers. *SR #7 Recruitment and Hiring*

PEP will transform Wayside Schools into a **talent-development organization.** Critical in this process will be the use of a Human Capital Platform, a web-based personnel development program, to fully understand the capacity of existing and future staff, map leadership aspirations, and deliberately document and track the development of classroom and school-level leadership skills. This will be accomplished through the use of a team of four top instructional coaches that can identify, develop, and document talent within the classroom. *SR #1 Induction* Utilizing the **Leadership Development Strategy**, coaches will begin the process of growing the finest teachers into Teacher Leaders. Teacher Leaders progress into Grade Level or Department Chairs, who then feed into school leadership roles. Teachers will receive numerous opportunities to hone their craft with an Instructional Coach through multiple observations and feedback sessions. Real-time feedback from Instructional Coaches and from Principal walk-throughs will be available on the Human Capital Platform, a web-based tool for tracking personnel growth. *SR #2 Multiple Observations* Coaching success requires a clear role in improving student learning. Too often these critical personnel are absorbed into bus duty, testing coordination, and etc. **PEP** will ensure that our instructional coaches use 100% of their time actually coaching. Coaches, in conjunction with the Principal, will facilitate the collaboration of teachers in order to establish a culture of teaching as a focus of study among professionals. Time will be allocated weekly and with efforts of the schools leaders, teachers will be able to experience targeted teaching lessons as well as demonstrate their honed skills to others. Conversations about improving student learning will be constant, evidenced-based, and non-defensive. *SR#4 Collaboration of Teachers*

PEP will expand the Human Capital Platform to include all formal evaluations and include clear steps for classroom leaders to demonstrate their interest and commitment toward school leadership roles. The platform will include real-time access to all Principal observations and Instructional Coach notes, which will allow the teacher to readily seek professional development to improve their overall formal evaluation and career opportunities. *SR #3 Formal Evaluations*

The second area crucial to the success of **PEP** beyond the Leadership Development Strategy and use of the Human Capital Platform is the implementation of a **Strategic Compensation Plan.** This plan allows Wayside Schools to hire and retain high caliber teachers and school leaders by offering: base pay commensurate with local districts, better quality health care benefits, and increased compensation for advanced degrees, and high need areas/certifications (bilingual, special education, math and science). The **Strategic Compensation Plan** impacts the 2014-15 hiring cycle. *SR #6 Strategic Compensation*

The final strategy of **PEP** is to provide teachers with a wide variety of external professional development opportunities to strengthen their craft in several platforms, including live, video and audio, writing, online, and offsite trainings. **PEP** personnel will research online professional development opportunities through Coursera; an online registry of free classes offered by leading universities around the world. The range of delivery mediums will allow teachers to train at their convenience and expand their interest into other area. As teachers grow they can contribute to the professional development library as a step in their leadership capacity. *SR#5 Professional Development*

Collectively, the strategies and practices employed in **PEP** will ensure Wayside Schools' ability to **identify, develop, promote and retain the best classroom and school leaders over time.** The result being that students benefit from improved instruction and teacher and leader quality, and are better prepared to attend top universities and achieve success in the 21st century workplace.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 227-803	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	
Project period: April 1, 2014, through August 31, 2016	Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	$235,875	$114,750	$350,625	$278,103	$99,134	$377,237
Schedule #8	Professional and Contracted Services (6200)	6200	$95,500	$9,300	$104,800	$82,000	$6,200	$88,200
Schedule #9	Supplies and Materials (6300)	6300	$28,860	$6,260	$35,120	$23,048	$2,060	$25,108
Schedule #10	Other Operating Costs (6400)	6400	$	$	$	$	$	$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$	$	$	$	$	$
Total direct costs:			$360,235	$130,310	$490,545	$383,151	$107,394	$490,545
Percentage% indirect costs (see note):			N/A	$	$	N/A	$	$
Grand total of budgeted costs (add all entries in each column):			$360,235	$130,310	$490,545	$383,151	$107,394	$490,545

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	$	$
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)						
County-district number or vendor ID: 227-803				Amendment # (for amendments only):		
	Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 15 month	Year 2 12 month
Academic/Instructional						
1	Teacher				$	$
2	Educational aide				$	$
3	Tutor				$	$
Program Management and Administration						
4	Project director		0	.5	$ 56,250	$45,900
5	Project coordinator		1	0	$ 56,250	$45,900
6	Teacher facilitator				$	$
7	Teacher supervisor				$	$
8	Secretary/administrative assistant				$	$
9	Data entry clerk				$	$
10	Grant accountant/bookkeeper		0	.25	$ 20,313	$16,575
11	Evaluator/evaluation specialist				$	$
Auxiliary						
12	Counselor				$	$
13	Social worker				$	$
14	Community liaison/parent coordinator				$	$
Other Employee Positions						
15	Instructional Coaches		2	0	$137,500	$112,200
16	Instructional Coach (Year 2)		1	0		$ 55,000
17			0	0		
18		Subtotal employee costs:			$270,313	$275,575
Substitute, Extra-Duty Pay, Benefits Costs						
19	6112	Substitute pay			$	$
20	6119	Professional staff extra-duty pay			$50,000	$65,000
21	6121	Support staff extra-duty pay			$	$
22	6140	Employee benefits			$30,312	$36,662
23	61XX	Tuition remission (IHEs only)			$	$
24		Subtotal substitute, extra-duty, benefits costs			$80,312	$101,662
25		**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$350,625	$377,237

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 227-803 | Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	**$**	**$**

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	Human Capital Platform (Design & functionality)	☐	$5,000	$5,000
2	Leadership Development Strategy	☐	$1,000	$
3	Strategic Compensation Package	☐	$1,500	$
4	Instructional Coaching in areas of specialization	☐	$7,000	$9,500
5	Haberman Education Foundation - Star Teacher Pre-Screener	☐	$1,800	$1,200
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$16,300	$15,700

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

Specify topic/purpose/service: Human Capital Platform ☐ Yes, this is a subgrant

Describe topic/purpose/service: Customization of Human Capital Platform to meet specific needs of PEP goals.

	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1	Contractor's payroll costs	# of positions: 2	$35,000	$20,000
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$2,500	$1,500
	Contractor's other operating costs		$1,000	$1,000
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$38,500	$22,500

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 227-803	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

2	Specify topic/purpose/service: Instructional Coaching		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Secondary Coaching by subject level			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions: 5	$50,000	$50,000
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$50,000	$50,000
3	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
4	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
5	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 227-803	Amendment number (for amendments only):

Expense Item Description							
	Technology Hardware—Not Capitalized						
	#	**Type**	**Purpose**	**Quantity**	**Unit Cost**	**Year 1**	**Year 2**
6399	1	Laptop Computer	Program staff computing capability	5	$1,100	$9,000	$1,600
	2	Video Camera	Videoing Professional Development	1	$3,000		
	3	Digital Camera	Photographing Prof. Development	2	$300		
	4	iPads	Real-time Notes of Classroom Observations	3	$500		
	5				$		
6399	Technology software—Not capitalized					$1,120	$150
6399	Supplies and materials associated with advisory council or committee					$	$
	Subtotal supplies and materials requiring specific approval:					$10,120	$1,750
	Remaining 6300—Supplies and materials that do not require specific approval:					$25,000	$23,358
	Grand total:					**$35,120**	**$25,108**

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 227-803 | Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 1118

Category	Number	Percentage	Category	Percentage
African American	55	5%	Attendance rate	95.99%
Hispanic	711	64%	Annual dropout rate (Gr 9-12)	0%
White	287	26%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	92%
Asian	26	2%	TAKS commended 2011 performance, all tests (sum of all grades tested)	27%
Economically disadvantaged	621	56%	Students taking the ACT and/or SAT	DNA
Limited English proficient (LEP)	278	25%	Average SAT score (number value, not a percentage)	DNA
Disciplinary placements	DNA	DNA	Average ACT score (number value, not a percentage)	DNA

Comments

	Number	Percentage
American Indian	4	0%
Two + Races	35	3%
At-Risk	574	51%
Special Education	75	7%
Bilingual	95	8%
ESL	184	16%

The first year of operation for the REAL Learning Academy was 2012-13, and Sci-Tech Preparatory is 2013-14. Sci-Tech Preparatory is grades 7-10th and will add a grade level each year until 12th grade. Students took the PSAT in 2013-14 for the first time. The 2011 TAKS scores only reflect the Eden Park Academy campus.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage		Number	Percentage
African American	0	0%	No degree	0	0%
Hispanic	17	25%	Bachelor's degree	60	88.4%
White	50	75%	Master's degree	7	11.6%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	45	67%	Avg. salary, 1-5 years exp.	41,662.80	N/A
6-10 years exp.	10	15%	Avg. salary, 6-10 years exp.	43,915.50	N/A
11-20 years exp.	11	16%	Avg. salary, 11-20 years exp.	48,924.40	N/A
Over 20 years exp.	1	2%	Avg. salary, over 20 years exp.	51,957.50	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 227-803 | Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	209	151	150	142	140	127	38	20	65	40	18	18			1118
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	209	151	150	142	140	127	38	20	65	40	18	18			1118

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	5	10	9	9	10	10	3	1	3	3	2	2			67
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	5	10	9	9	10	10	3	1	3	3	2	2			67

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Schedule #13—Needs Assessment

County-district number or vendor ID: 227-803 | Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Wayside Schools is a fast-growing and diverse district that uses data extensively to identify needs. Data is collected formally and informally throughout the year from a wide variety of stakeholders, including administrators, teachers, parents, and community members. STAAR and benchmarking data are widely used in addition to compliance-related data, i.e. FIRST, annual audit, and PBMS. As the data is analyzed, administration determines if the needs identified are strategic or tactical issues. ***All strategic needs are prioritized by the order in which learning is impacted.***

A tactical issue is normally addressed by adjusting an existing plan or procedure. Tactical issues that arise are addressed by administrative teams, with or without additional input, depending on the nature of the issue. Some tactical issues require input from larger stakeholder groups, such as a subset of teachers, the entire faculty, or the PTO. All existing teams within the school meet weekly to address tactical needs.

Strategic issues are more complex as they warrant a solution that may not be in effect or one that is ineffective. Special meetings with invited guests are held to begin the discussion on strategic issues and determine the pathway for resolution. In most strategic issues, a large portion of the school community is included in the resolution process. The Board of Directors may be involved if a district level policy is needed to address the issue.

The strategic issue addressed with the Educator Excellence Innovation Grant through the **Pursuit of Excellence Program (PEP)** is the school's shift in **student demographics and the faculty and leadership required to meet the challenges** of a district in unprecedented growth.

Wayside Schools is a **fast growing district**, at the end of the **2010-11 school year, the enrollment was 256**, since that time, the school has **grown 437% to 1,118 students in the past 20 months**. By the end of this grant period, August 31, 2016, the district's enrollment is projected to increase by **another 177% to 1,980 students**. Growth is projected to continue **another 151% to 2,984 students** over the next nine years.

Wayside Schools is a **fast changing district.** The current trend of **increased economically disadvantaged, limited English proficiency, and at-risk students** is expected to continue in our geographic location. The table below reflects the substantial changes in the schools' student population over the past three years.

Year	Afr. Am.	Hispanic	White	Am. Ind.	Asian	LEP	Eco Dis	At-Risk	Sped
11-12	2.8%	39.9%	50.2%	.8%	2.4%	4%	32%	29.2%	6.7%
12-13	4.8%	62%	30%	.6%	.2%	22.4%	61%	45.5%	5.8%
13-14	4.9%	63.6%	25.7%	.4%	2.3%	24.9%	55.2%	51.3%	6.7%

Wayside Schools is a **school of new teachers.** Sixty-one percent (61%) of the faculty have three or fewer years of experience. The table below shows the change in teacher experience over the past three years and it becomes clear the challenges that will face our district if the school fails to develop **an effective end-to-end model to recruit, develop, promote and retain the best teachers over time.**

Year	Beginning	1-5 Years	6-10 Years	11-20 Years	Over 20 Year
11-12	1	12	3	6	0
12-13	13	18	5	11	1
13-14	18	27	10	11	1

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 227-803 | Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Existing pay scale is an average of 4.2% less than surrounding districts for 83% of the faculty and lacks additional compensation for advanced degrees or desired certifications, specifically bilingual. The district loses quality applicants or is forced to hire a candidate that is not the first choice in the interview process.	PEP will allow Wayside Schools to hire the high caliber applicants by developing and implementing a ***Strategic Compensation Plan*** that includes: commensurate base pay with local districts, quality health care benefits, and compensation for additional days of service, advanced degrees, and desired certifications (bilingual, special education, advanced placement, and hard to fill subject, i.e. math and science). *SR #6 Strategic Compensation*
2.	Recruiting strategy includes 1-2 jobs fairs in late spring, advertising through TASA and Craigslist, and teacher/parent referrals. Interviewing is at the Principal's discretion without defined criteria for faculty. Interviewer's consideration is limited to the existing position. There is no system-wide commitment to develop leaders over time instead of searching for them as vacancies arise.	PEP is committed to implementing a ***Leadership Development Strategy*** that will impact the culture of *all* hires, specifically teachers, at Wayside Schools that includes clear ***criteria for recognizing excellence with a focus on the candidate's leadership potential and aspirations.*** Collaboration with area universities will expand recruitment opportunities through a strong pre-service program. Strengthened onboarding programs will aid success and retention of profound staff. *SR #7 Recruitment and Hiring.*
3.	Wayside Schools does not have an effective means of monitoring the capacity of staff for development and promotion. *One Instructional Coach serves 67 teachers in grades Pre-K through 10th, in addition to her other job responsibilities.* To meet the district's future needs based on growth projections, the schools implement an effective coaching and mentoring program, provide frequent feedback, and expand teacher collaboration opportunities.	Through a comprehensive Induction Program, **PEP** will transform Wayside Schools into a **talent-development organization**. This begins with fully understanding the capacity of existing and future staff (multiple observations) and carefully developing their classroom leadership (collaboration) and encouraging strong candidates to consider school leadership roles. *SR #1 Induction, SR #2 Multiple Observation, and SR#4 Collaboration of Teachers*
4.	The formal evaluation process needs to align with the Leadership Development Strategy and include feedback from instructional coaches to best set the trajectory of outstanding teachers in becoming outstanding school leaders.	PEP will expand the Human Capital Platform to include all formal evaluations and include clear steps for classroom leaders to demonstrate their interest and commitment towards school leadership. The platform will include real-time access to all Principal observations and Instructional Coach notes, which will allow the teacher to readily seek professional development to improve their overall formal evaluation and career opportunities. *SR #3 Formal Evaluations, SR #8 Career Pathways*
5.	Sixty-one percent (61%) of the Wayside Schools faculty has between zero and two years of teaching experience. National statistics reveal that 33% of new teachers leave the field within the first three years of teaching. Wayside Schools faces a significant issue with teacher retention if a strong professional development program that includes multiple career opportunities is not implemented immediately.	PEP will provide teachers with a wide variety of professional development opportunities to strengthen their craft in several platforms, including live, videotaped, audiotaped, written, online, and offsite training. The range of delivery mediums will allow teachers to train at their convenience and expand their interest into other area. As teachers grow, they can contribute to the professional development library as a step in their leadership capacity. *SR#5 Professional Development*

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Schedule #14—Management Plan

County-district number or vendor ID: 227-803 | Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Program Director	Master's degree or higher. 5-10 years of previous teaching experience. Background in adult development or learning. Federal grants management experience (3 years minimal). Advocate of the Wayside culture of teaching excellence. (.5 FTE – Admin Costs)
2.	Project Coordinator	Bachelor's degree or higher. Strong technology skills, including video production (filming and editing). Strong writing skills, competency in Adobe Suite and Editing software. Advocate of the Wayside culture of teaching excellence. (.5 FTE Direct Program and .5 Direct Admin Costs)
3.	Instructional Coaches	Master's degree preferred. 5-10 years of teaching experience in coaching grade levels. Demonstrated expertise in classroom teaching skills and coaching success. Advocate of the Wayside culture of teaching excellence. (Direct Program Costs)
4.	External Consultant(s)	(External coaches for secondary). Master's degree preferred. 5-10 years of teaching experience in coaching subject area. Demonstrated expertise in classroom teaching skills and coaching success. Advocate of the Wayside culture of teaching excellence.
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Hire and Onboard Grant Staff and Consultants. Begin planning work	1.	Research innovative compensation plans	04/01/2014	8/31/2016
		2.	Board adopts Year 1 Compensation Plan	06/01/2014	06/30/2016
		3.	Board adopts Year 2 Compensation Plan	05/01/2015	05/31/0215
		4.	Award Year 1 Stipends	06/01/2014	06/30/2014
		5.	Award Year 2 Stipends	06/01/2015	06/30/2015
2.	Strategic Compensation and Leadership Development Strategy	1.	Develop LDS process	04/01/2014	06/30/2016
		2.	Seek feedback and approval of LDS	04/01/2014	06/30/2014
		3.	Hire PEP Grant Director	04/01/2014	04/30/2014
		4.	Develop clear job descriptions and scope of work(s)	04/01/2014	04/30/2014
		5.	Hire grant personnel and consultants	05/01/2014	05/31/2014
3.	Develop Human Capital Platform and begin Induction Process	1.	Hire consultant to design platform w/ administration	05/01/2014	08/31/2016
		2.	Research and select software for platform	05/15/2014	06/15/2014
		3.	Train staff and faculty to utilize the platform	09/01/2014	08/31/2016
		4.	Design platform enhancements and implement	09/01/2014	08/31/2016
		5.	Use tool for evaluation and leadership decisions	01/15/2015	08/31/2015
4.	Schedule coaching, observations and collaborations	1.	Design formal evaluation in HCP	05/01/2014	05/31/2016
		2.	Begin using formal evaluation tool via HCP 1.0	08/01/2014	06/30/2015
		3.	Principal and Coach upload notes on observations	09/01/2014	08/31/2016
		4.	Drive PD enhancements through the HCP	08/01/2014	06/30/2016
		5.	Use HCP for evaluation and leadership decisions	01/15/2015	08/31/2015
5.	Professional Development Formal Evaluation Process	1.	Identify areas to be addressed by PD	04/01/2014	08/31/2016
		2.	Seek internal/external PD opportunities	05/01/2014	08/31/2016
		3.	Implement PD in multiple formats through HCP	12/01/2014	08/31/2016
		4.	Use HCP leadership decisions	01/15/2015	08/31/2015
		5.			

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 227-803	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Wayside Schools district's vision, mission, and goals are visibly displayed throughout the school as continual reminders of our upward educational direction. Campuses will collect baseline data, and complete data-driven reviews on all aspects of this grant. All proposed grant activities would be monitored, managed, assessed, and evaluated using this evidence-based management system. Activities will include ongoing feedback from stakeholders, including surveys to assess needs, determine progress, and identify barriers. A Plus/Delta review of meetings and programs will be instituted, during which participants highlight aspects that are most effective and areas where the most improvement is needed.

The PEP communication, coordination, and reporting will build on existing procedures of creating measurable performance indicator benchmarks so that progress toward desired outcomes can be quantified and monitored effectively. Stakeholders will review this data at all regular meetings to ensure continuous improvement. There will be three levels of communication and coordination in the PEP: 1) The campuses will hold regular program-level meetings for PEP staff and administrators. *The **program-level committee** will address program issues and offer ongoing staff development to improve program services.* The program-level committee will meet monthly and, as needed, offer staff development opportunities. 2) The **District Improvement Committee** will review all PEP goals at its regular meetings. The membership will consist of campus representatives, school staff, and other community partners. 3) The PEP **Advisory Committee** will focus on project-wide review of local program objectives, strategies, activities and evaluation data. The project-level committee will meet monthly during the start-up phase and transition to quarterly meetings when appropriate. The campus subcommittees will designate representatives to attend monthly PEP Advisory Committee meetings. The Advisory Committee also provides representatives from the three campuses to exchange ideas, troubleshoot challenging areas, and share successes.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Wayside Schools currently operates on a 4½ day, year-round schedule that allows for ½ day of professional development weekly for all faculty members. Given that 61% of our faculty has fewer than three years of teaching experience, this is not enough time to adequately support new teachers in order to ensure their professional success and retention. The PEP will maximize this time and exponentially expand the support of these vital teachers by thoroughly evaluating each teacher's existing skills and professional aspirations, carefully mapping a personalized professional continuum, and implementing pinpoint coaching or mentoring until mastery is achieved. A commitment to this process will become a part of the recruiting, human resources paperwork, induction program, and must be evidenced in the evaluation of school faculty and staff. In essence, PEP becomes engrained into the culture of the school.

By approving this grant application, the Board of Directors of Wayside Schools is committing the organization not only to the goals and objectives of PEP, but also the appropriation of future revenues to sustain and continue to grow teacher quality and the creation of a talent pipeline that will benefit education as a whole. Initially, this will be achieved through careful appropriation of all state and federal funds; however, the program's ultimate success will depend on external fundraising.

Simultaneously with the grant timeline, the Wayside Schools Board of Directors will announce a sub-committee of the board for creating a separate non-profit foundation to build an endowment whose purpose is to fund teacher salaries, stipends, bonuses, and continued, high-quality professional development. If Wayside Schools is to create a new paradigm of teacher excellence and respect as well as ensuring a strong bank of talent, it must be committed to staying on the cutting-edge of recruiting, developing, compensating, and promoting high-quality teachers.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 227-803 | Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Interviews/Focus Groups	1.	Meeting Minutes, sign-in sheets, plus/delta feedback, participant feedback
		2.	Periodic cumulative reports
		3.	Project presentations to Board of Directors
2.	Observations	1.	Teacher Leader observation notes
		2.	Instructional Coaches observation notes and recommendations
		3.	Principal walk-thru and observations notes
3.	Surveys	1.	Parent surveys indicating high teacher quality satisfaction
		2.	Staff surveys indicating high quality coaching and development program
		3.	Committee level survey on process refinement
4.	Project Data	1.	Well-managed budget, timely reporting to TEA
		2.	Human capital data, well documented and used daily by personnel
		3.	Teacher growth clearly measurable
5.	Human Capital Platform	1.	Full implementation and robust reporting capacity
		2.	Timely enhancements to program, within budget constraints
		3.	Integral part of leadership selection process

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There are two major data sets that will be collected to monitor progress toward project goals and identify any potential problems with project delivery.

First, quantitative data collected from the following sources: surveys, payroll records, attendance logs, sign-in sheets, certificates of participation, registration forms, TAPF (Texas Academic Performance Report) data, PEIMS data, student achievement data, and data collected in the Human Capital Platform regarding teacher coaching and observations.

Second, qualitative data collected from the following sources: surveys, interviews, teacher and administrator observation, and program participant feedback forms.

The PEP Project Director and Wayside Schools administrators will develop a data collection and problem correction system that uses the different data types and systems listed above and develop regular reporting cycles to ensure the success of the project. The reports will measure the effectiveness of the project and also be used to identify areas of concern and in need of programmatic improvement. Reports will be monitored closely and corrective actions, when necessary, will be taken in a timely manner. These reports will be used to determine the realization and extent of the implementation, success in reaching project goals, and impact on intended beneficiaries. The ultimate aim of this systematic project monitoring is to ensure that all grant resources best benefit students as well as the goals and guidelines of this grant.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227-803	Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

SR #1 Induction The Pursuit of Excellence Program Description

When building a dynamic learning culture is the focus, schools get better achievement for students (Hall and Hord 2006). The Pursuit of Excellence Program (PEP) at Wayside faces a significant issue with 61% of the faculty having less than three years of teaching experience: 47% of them being a first year teacher. NEAToday reported that 33% of all new teachers leave the field within their first three years, and 46% are gone within five years (April 2008). To ensure our success, we must retain and develop our newest teachers. PEP will place *five (5) Instructional Coaches* throughout the three (3) campuses in this grant. To ensure the effectiveness of the coaches, PEP personnel will *narrowly craft the job description to keep 100% of the focus on coaching.* The job of a PEP Instructional Coach is to raise the quality of the teaching and learning in every classroom by building a culture in which:

- The art of teaching is the focus of study among professionals
- Planning for instruction is thorough and collaborative and digs deep into the content
- Conversations and questions about improving student results among teachers are constant, evidenced-based, and non-defensive (Saphier & West 2009)

PEP will add one additional task to the duties of the Instructional Coach:

- To observe, identify, and develop leadership skills of their assigned teachers for placement in the district's organizational pipeline.

PEP Instructional Coaches have the single responsibility of developing teachers to reach the highest level of performance (*Innovating*) on Wayside's formal evaluation tool. Their work will be skillfully negotiated with the Grade Level Teacher Leaders and the Principal, who ultimately has the responsibility of developing teachers.

The Instructional Coaches will begin their work with the strongest teachers to build systemic leadership capacity. While it may seem counterintuitive, a bottom-up or weakest-teachers-first approach, sends very different messages. First, that Wayside attracts and retains weak teachers, and secondly, when the coach arrives in the classroom, the teacher may think they are not performing well. By starting with the strong teachers, we add allies in the field to better support all teachers and strengthen the message that when a coach knocks on your door they are seeing your effort and are ready to help you hone your craft and cultivate your leadership skills.

PEP will utilize a Human Capital Platform to document teacher feedback and suggested training; however, this information will not be a part of the teacher's formal evaluation. This technology will provide teachers with real-time feedback on their craft and host professional development opportunities in a variety of formats, i.e., online, e-books, videos, PowerPoint, etc.

Selection and Training of Instructional Coaches and Mentors

After the district administrators select and hire the PEP Program Director, the work of hiring the five Instructional Coaches will begin, including the development of a clearly defined job description that keeps coaches focused on the job of coaching. The Instructional Coaches report directly to the PEP Program Director. Instructional Coaches will have had extensive teaching experience themselves and will have proven through their results that they are experts in the Seven Categories of Evaluation: (1) promoting school culture, (2) planning and preparing, (3) student engagement, (4) lesson delivery, (5) student data assessment, (6) classroom environment and management, and (7) professionalism. Beyond the technical/functional skills required of an instructional coach, the administrators will have a robust conversation around the additional skills these personnel will require to observe, identify, and develop the leadership skills of the district's organizational pipeline.

To support our end goal of being a talent development organization, when a position as Instructional Coach opens up, administration would first look to hire internally. As the coaches may work across the district based on the campuses' needs and the coaches' skills, Instructional Coaches would be selected based upon consistent high scores in their own formal evaluations. Teachers who have already acclimated to the school culture and who understand what an

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Instructional Coach's roles and responsibilities include would enter into the job more prepared and would require less on-the-job training and supervision. During formal evaluations, teachers are scored based upon the Seven Categories of Evaluation. Scores will be totaled from those categories, and, based upon percentages, teachers will be placed into one of four possible rating categories. The lowest percentile is *Beginning*, followed by *Developing, Applying*, and finally *Innovating*. Teachers may not be considered for a position as Instructional Coach until they have reached the *Innovating* level. Only after internal candidates have been fully considered would administration then recruit externally to fill the position.

Teacher Leaders will serve as mentors to their team and will work with the Instructional Coaches to assist in the development of their team. Teacher Leaders will be *Innovating* level teachers and has aspirations of school leadership. As a Teacher Leader position opens up, conversations between the PEP Director, Instructional Coaches, and campus Principal will identify the best classroom leader to promote.

Stipends

The Instructional Coaches will be full-time employees that are not a teacher of record. They will work a 220-day schedule aligned with campus leadership. Salaries will be based on years of teaching experience plus an additional $10,000.

The Teacher Leaders will be full-time employees with a full teaching assignment. They will work a 190-day schedule aligned with teachers, and will be compensated for additional days at their daily rate if requested by the administrative team. Salaries will be based on years of teaching experience plus an additional $2,000.

Meetings, Observation Opportunities, and Release Time

After all the Instructional Coaches are assigned their teachers and Teacher Leaders (approximately 16 people per coach) meetings can be scheduled around the 4 hours of planning time built into the daily schedule in addition to time available on the weekly ½ day of school-wide professional development. Every week, time will be set aside for a discussion between Instructional Coaches and the teachers they observed that week, discussing notes and addressing areas for improvement. Weekly meetings will not be considered a part of the teacher's formal evaluation, but will provide a platform for open discussion where teachers can follow up on techniques modeled by the Instructional Coach. Creating an action plan for the following week will conclude each meeting. The action plans will focus specifically on ways that the teacher could improve their craft, their scores in the Seven Categories of Evaluation, and ultimately, how they can move forward in the talent pipeline at Wayside Schools.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227-803	Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

SR#2 Multiple Observations

Observations are two-fold in **PEP**: the Instructional Coach will conduct multiple observations as indicated in the SR#1 – Induction, and the Principal will conduct one formal 45-minute observation for the purposes of evaluation in addition to four annual walk-throughs that last approximately 15 minutes each.

The **PEP** Instructional Coaches will not be the teacher of record for any classes, allowing the majority of their day to be spent rotating between teachers' classrooms. The process will work much like the teaching-learning cycle for students. The Instructional Coach will observe classroom teachers to see what skills they are approximating, model an innovative teaching technique, and then work with the teacher toward mastery of the technique. And the cycle repeats. Blocks of time will be devoted to passive observation that allows the classroom teacher to conduct class unaided so that the Instructional Coach can note where the teacher is in mastering the Seven Categories of Evaluation. These passive observations by the Instructional Coach may occur as frequently as once a week for with the strongest teachers, especially toward the start of the school year, to build the cadre of teachers that can be used for collaborative conversations and modeling. These observation periods will help monitor growth and identify areas of need for teachers in *Beginning, Developing, Applying* categories before ineffective practices can negatively impact student progress. The observations of the Instructional Coaches will facilitate regular one-on-one meetings with teachers, which will allow for an ongoing dialogue of best practices and pedagogical techniques.

The Instructional Coach's observation process will plot many points of progress for each teacher over the course of the semester, focusing on the Seven Categories of Evaluation and allowing for a more comprehensive and accurate assessment of the teacher's strengths and areas for improvement. Assuring that the observation notes and assessments capture a teacher's overall performance through myriad data points, rather than only a few snapshots, will allow for a fairer evaluation process. The Human Capital Platform will provide teachers with a graphic representation of their progress at quarterly intervals in each of these Seven Categories of Evaluation: (1) promoting school culture, (2) planning and preparing, (3) student engagement, (4) lesson delivery, (5) student data assessment, (6) classroom environment and management, and (7) professionalism. For each category, point values are assigned in multiple subcategories, and from those point values teacher are assigned to a *Beginning, Developing, Applying*, or *Innovating* rank. As each teacher progresses from one rank to the next, approaching *Innovating*, the focus of an Instructional Coach's observations will shift more heavily toward pinpointing which skills the teacher exemplifies that could be productively modeled for teachers at a lower rank.

Each meeting between the *Beginning, Developing,* and *Applying* teachers and their Instructional Coach will focus on reflection of the teacher's ability to manage the Seven Categories of Evaluation and on collaborative strategizing for how each area can be strengthened. While formal evaluations by the Principal will take place annually, the Instructional Coach's regular meeting with teachers will allow for a designated time to reflect and collaborate on ways to correct ineffectual techniques and to look ahead to predict and proactively address future issues. Each meeting after the initial one will also evaluate how well the strategies from the previous meeting were put into effect and whether new approaches can then be added in. The ongoing observations by the Instructional Coach will promote consistent feedback for teachers and allow for those who are willing to adapt to the recommendations to quickly progress to the next rank during their formal evaluations. As all participants will have access to the Human Capital Platform, ongoing correspondence between the Instructional Coach and the teacher, as well as the Principal and teacher, will set the agenda for the next formal evaluation to ensure that everyone can be best prepared.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227-803	Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

SR #3 Formal Evaluation

The formal evaluation tool at Wayside Schools charts growth in the Seven Categories of Evaluation: (1) promoting school culture, (2) planning and preparing, (3) student engagement, (4) lesson delivery, (5) student data assessment, (6) classroom environment and management, and (7) professionalism. In addition, teachers can identify an additional job target for their professional development. If achieved, the teacher is entitled to another 50 points. For each of the seven categories, point values are assigned in multiple subcategories, and from those point values, teachers are assigned to a *Beginning (75% and below), Developing (79-75%), Applying (89-80%)*, or *Innovating* (100-90%) rank.

The Seven Categories of Evaluation:

1. Promoting school culture. Wayside Schools' mission is to create College Ready, Community Engaged, Global Citizens, and part of being an *Innovating* teacher includes finding ways to develop these qualities in each and every student. Promoting this Wayside culture is a major component of what sets our schools apart from others, and our mission is central to why our schools are pursuing International Baccalaureate certification. For teachers to achieve *Innovating* scores in this category, they must challenge themselves daily, without reserve or excuse, believe that each student can achieve the levels set for him or her and demonstrate an ability to guide students in that process, build a sense of family in the classroom and school, and establish purposeful academic rigor as the classroom norm. (Max. 25 points)

2. Planning and preparing. To ensure that teachers are engaged in each lesson they teach and are able to give students their undivided attention during class time, planning and preparation are essential skills to an *Innovating* teacher. *Innovating* teachers have both long-range and short-range plans and preparation; their lesson plans are well written and are turned in to the building administrator on time; their lesson plans document special needs of special education students, LEP students, and students who lack support for schooling; student files are maintained with appropriate documentation, including but not limited to portfolio materials, quarterly sped reports, 504 accommodations, interventions and results, and GIST information; daily and weekly student folders are maintained; and the teacher uses effective scaffolding of information within lessons and information within units. (Max. 25 points)

3. Student engagement. If students are not engaged in the lessons, they will not gain the deeper understanding of the material that is required to achieve the high standards that Wayside teachers are expected to set and uphold. An *Innovating* teacher establishes a classroom routine that students know, allowing for less time spent on routine maintenance, deals with classroom behavior relative to student needs and classroom needs, finds ways to keep parents involved in their student's education, has established clear expectations for student classroom behavior, receives classroom participation from every student, effectively uses oral questioning techniques and movement throughout the classroom to engage all students. (Max. 35 points)

4. Lesson delivery. Lesson delivery is one of the most crucial and one of the most difficult categories to master. As any teacher will know, it is one thing to know the material, and an entirely different thing to be able to effectively communicate that information to others. An *Innovating* teacher explains class objectives both orally and in writing and ties them into the future and previous lessons, uses multi-sensory introductions to hook students into the lessons, uses a variety of ways to deliver content, considers student interests when planning lessons, models the content for students, makes adjustments mid-lesson when necessary, guides practice and remediates when necessary, and establishes closure to each lesson taught. (Max. 40 points)

5. Student data assessment. A teacher's ability to accurately and effectively gather data of student performance and needs and then adapt lessons accordingly will mean the difference between an *Innovating* teacher and an ineffective one. An *Innovating* teacher maintains a grade book to which parents have access and updates it within a timely manner, practices fair and equitable grading standards that adhere to the district's standards, documents Tier 2 and Tier 3

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interventions, maintains a portfolio of growth for each student, uses benchmark data to drive instruction for individual student needs, tracks individual student data, and produces a minimum of 100% student growth in all students each year. (Max. 40 points)

6. Classroom environment and management. Creating a safe, respectful place of learning for students is the first step toward encouraging students to step out of their comfort zone and be risk-takers in the classroom. If students do not feel comfortable speaking up, all possible benefits of group work are lost. The classroom of an *Innovating* teacher is clean, organized, and effective, has positive reinforcements posted visibly, is learner centered and includes student engagement tools, and the arrangement allows for a variety of learning styles. An *Innovating* teacher models respect for students and expects the same in return, has built trust with parents and students, and has integrated character education into the daily lessons. (Max. 40 points)

7. **Professionalism.** What may be the most important skill for a teacher in relating to colleagues, administrators, parents, and students is an air of professionalism. Classroom management cannot be attained without a teacher acting in a professional manner, modeling the specific skillset he or she has that qualifies him or her to be a teacher. An *Innovating* teacher adheres to Wayside policies and procedures, participates in district and school initiatives, completes self-assessment evaluations, requests training in areas of interest and need for growth, seeks mentorship in areas of weakness or seeks to mentor others, shows up for work on time and dressed appropriately, responds appropriately to direction from administration, is articulate and has strong written communication skills, works effectively with colleagues, has appropriate emotional responses to daily events, is enthusiastic and positive with parents and students, and uses sound judgment. (Max. 60 points)

Frequency of Evaluation

The Principal is officially responsible for the annual formal evaluation of every teacher. The formal evaluation will consist of one 45-minute observation in addition to four annual walk-throughs that last approximately 15 minutes each. Notes from any of these meetings can be used to support the evaluation. At Wayside Schools, Principal visits to classrooms are already an established practice. Prior to formal evaluations, the Principal will compare his or her notes from classroom observation and walk-through with that of the Instructional Coach, which will allow the teacher's evaluation scores to be better informed and more objective, having been shaped by more comprehensive data.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227-803	Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

SR#4 Collaboration

Many of today's schools still lean toward an isolated classroom structure, led only by the input and knowledge of one teacher. Currently, this structure is almost unique to education, and has been phased out by most industries as being, by and large, significantly less effective than a more collaborative strategy. **The PEP approach does not consider each classroom an isolated learning environment**. Teachers will receive feedback from colleagues and Instructional Coaches, and the classroom doors will be flung open, so to speak, with an increase of collaboration-based meetings and resources. The NEA Commission on Effective Teaching and Teachers proposes changing the status quo of teaching by opening up the classroom for collaborative discussion among peers, and reshaping it in a way that countless other professional environments have proven effective. As a result, teaching itself will become a main focus of study among professionals in Wayside Schools.

Before students even set foot in the school building at the start of the year, teachers arrive for intensive staff development. For the 2014-2015 school year, these development days will be focused on clearly establishing the vision of **PEP** and redirecting teachers away from isolated classroom structures and toward a collaborative learning environment, providing both tools and skills necessary to succeed and encourage one another to adapt to the challenges and demands of the new culture.

Currently, each campus has in place a tool to use for the academic focus, with one elementary and the secondary campus focusing on the International Baccalaureate Curriculum during the 2013-2014 school year. A focus for the IB campuses is the development of the planners and sharing lesson plans with other teachers, collaboration opportunities that expand beyond the designated staff development time each week and allow teachers to provide feedback on colleagues' lesson plans during individual planning and preparation time. This transparency also encourages more collaboration between teachers so that students may learn about topics of inquiry in multiple subject disciplines, thereby building a more complete perspective of the topic of study and allowing for more interdisciplinary projects. The other elementary campus has a more traditional planning approach, with teachers just beginning the journey of sharing and collaboration. The use by all campuses of the DMAC tools for assessment is another opportunity for collaboration as the teachers learn to use this tool for data analysis and subsequent lesson planning.

While informal opportunities for colleagues to share pedagogical strategies are encouraged throughout the workday, both before students arrive in the mornings and during preparation periods, Wayside Schools understands how crucial designated time for innovative, strategic development can be to the success of a teacher. By establishing a year-round schedule where each school week consists of 4 full days and one ½ day, Wayside Schools has set aside an entire ½ day per week for collaborative staff development. Not only does this schedule avoid asking teachers to cut into their personal time outside of work, but it also eliminates the temptation to regularly pull teachers from their classrooms to participate in staff development. These early release days allow for a half-hour cushion between when students leave and when staff development begins, allowing teachers time to wrap up loose ends before switching focus away from classroom management and lesson delivery and toward self-reflection and goals for personal improvement.

Half-day staff development is Principal led and lasts 2-3 hours, depending on the agenda and topics of discussion. Any time not used for formal discussions and activities is time teachers may use to prepare how they will employ new skills in their future lessons. Wayside's small staff size provides Instructional Coaches ample time to meet with teachers both individually and in small groups, as needed. The purpose of these meetings is to discuss observations from the previous week and to collaborate on possible solutions to strengthen teaching methods in the following week and beyond. While these meetings would focus on the Seven Categories of Evaluation, this would not be considered a formal evaluation.

As Instructional Coaches conduct one-on-one meetings during the staff development time, teachers would be encouraged to share lesson plans among themselves and find ways to collaborate on projects and topics of inquiry. Sharing recent successes and discussing new methods that may have proved ineffective would also be encouraged during this time. Any observations a Instructional Coach makes concerning a teacher's areas for improvement would be kept private, not shared with the teacher's colleagues, and only discussed with the teacher concerned, the Principal, and

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other administrators who may need the information to educate their decisions.

Group collaborations during this staff development time will occasionally be devoted to collaborative classrooms, a practice where a teacher models effective techniques for his or her colleagues by delivering an entire lesson from start to finish. While Instructional Coaches would lead the general scheduling and planning for these lessons, it would be a teacher that demonstrates talent in the area of focus who would stand up and teach the lesson. This would be a time for successful teachers to model effective techniques, and never would a teacher be asked to lead a lesson so that others could point out the ineffective techniques.

The creation of an action plan for the following week will conclude each individual and group meeting with an Instructional Coach. Action plans will consist of specific strategies that fall under one or more of the Seven Categories of Evaluation, depending on where improvement can be made and what effort is required to master each new approach.

The extent to which the previous week's action plan was upheld by a teacher will also be included in the weekly individual meetings during the staff development time, and reflections on ways to tweak each point of action in the following week may be needed before further points of action are added. A teacher's ability to follow through with and adapt to the agreed upon points of action will be taken into consideration in formal evaluations.

An integral element of collaboration under **PEP** will be a constantly expanding video library for teachers to reference through their own initiative or by recommendation of the Instructional Coach. These short video segments will consist of current teachers and Instructional Coaches modeling successful classroom techniques or planning strategies. The teacher in any given video does not need to be rated as *Innovating* in all areas of teaching to be recorded; he or she needs only to be successful in the area that he or she is modeling. Other teachers would be able to view these videos in their independent preparation time or outside of work, if they so chose. Any questions and comments regarding the videos could then be communicated during the weekly staff development, when the Instructional Coaches are occupied with individual meetings and inter-staff communication and planning can take place. While many outside development resources, like Coursera, will be used, recording current teachers allows for the viewers to voice questions and concerns directly to the teacher or coach featured in the video. This in-house production also contributes to an environment that encourages innovative practices by rewarding new or mastered techniques with recognition from peers and leadership.

By establishing an environment that encourages innovative collaboration and dynamic feedback, **PEP** supplies teachers with the opportunities and tools they need to continually grow and improve while pursuing their desired career pathway and providing the best education possible to their students.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227-803	Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

SR#5 Professional Development

The goal of the **PEP** Professional Development is:

1. To enhance the educational experiences of all children.
2. Ensuring high quality induction into the profession for new teachers.
3. To engage in furthering our own professional growth as school- and university-based teachers and teacher educators.
4. **To prepare the next generation of teacher educators and leaders** who will go on to create, sustain, and renew our campuses.

The final goal of **PEP** is to provide teachers with a wide variety of professional development opportunities to strengthen their craft in several platforms, including live, videotaped, audiotaped, written, online, and offsite PD. **PEP** personnel will research online professional development opportunities through Coursera, an online registry of free classes offered by leading universities around the world. The wide range of delivery mediums will allow teachers to train at their convenience and expand their interest into other areas. As teachers grow they can contribute to the professional development library as a step in their leadership capacity.

The district provides one ½ day of professional development each week with an early release of students. During this time instructional, coaches will work with individual teachers and small groups on a variety of innovative professional development areas as outlined below.

Strengths-Based Learning is the basis of the **PEP** program, building on teacher strengths, helping teachers discover what they do best and developing and applying those strengths in the learning process. This process of strengths-based education involves educators intentionally and systematically discovering their own talents and developing and applying strengths. At the same time, they work to remain current in their fields, to improve their teaching methods, to design and implement their curriculum, and to establish activities to help students discover their talents and develop and apply strengths while gaining knowledge, acquiring academic skills, developing thinking and problem-solving skills, and demonstrating their learning in educational settings. Strengths-based models focus on a student-centered education with the primary goal of transforming students into confident, lifelong learners with a sense of purpose. (Lopez and Louis, 2009)

With the desire of developing teacher leaders to implement 21st century learning, the direction of professional development is toward **Flipped Classes and Blended Learning**, as well as a **New Teacher Development**.

With so many inexperienced teachers, the **New Teacher Development Program** would provide teachers with extensive support and would be modeled after the exemplary program at YES Prep (Teaching Excellence). It focuses on new teacher growth and development in their first year, increasing student achievement and maximizing the campus and teacher engagement. It is based on the culture of the individual campus and interpersonal relationships between the coaches and teachers. The desire is for the relentless pursuit of excellence by and for teachers. **PEP** Instructional Coaches will be trained in the Teaching Excellence Program and will build the district program to meet the distinct needs of Wayside Schools.

Flipped Classrooms approach has been used for years in some disciplines, notably within the humanities. Barbara Walvoord and Virginia Johnson Anderson promoted the use of this approach in their book *Effective Grading* (1998). They propose a model in which students gain *first-exposure learning* prior to class and focus on the *processing* part of learning (synthesizing, analyzing, problem-solving, etc.) in class.

In the model, the students have an assignment prior to class, which might include textbook readings, lecture videos,

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PowerPoint presentations with voice-over, and printable PowerPoint slides.

Mazur and colleagues have published results suggesting that the PI method results in significant learning gains when compared to traditional instruction (2001).

Carl Wieman and colleagues have also published evidence that flipping the classroom can produce significant learning gains (Deslauriers et al., 2011).

The use of instruction through online learning, with some element of student control over time, place, path, and/or pace; instruction in a classroom in a small group setting; and providing students a supervised setting for working on assignments, with help as needed while the modalities along each student's learning path are connected to provide and integrated learning experience, is the basis of Blended Learning.

Cultural Leadership is a key component to Wayside Schools' community and student success. Cultural Leaders will be identified as uniquely gifted coaches to develop the relationships on campus between teachers, students, and community members.

With the growth of our organization and our schools, we need high performing talent at all levels and across all teams. Wayside Schools is built upon the foundation of strong leadership, and as we create more opportunities for students, we must continue to foster growth in our teacher and teacher leaders.

The **PEP** at Wayside Schools is designed to give our students the best possible education and give teachers the access to a quality professional learning program that positions them for success. It will ensure that teachers have the knowledge and skills needed to be effective with our students and through effective coaching and ongoing leadership development opportunities we can make good on the promise of providing the highest quality education in our school system. Instructional Leadership is driven on the model of strong teacher support and evaluation to create awesome results in the classroom.

We believe that building exceptional campus culture is essential in creating an environment where our students can thrive academically. Individuals who hold cultural leadership roles at Wayside Schools see the value in building relationships with students, parents, and community members outside of the classroom. Cultural leaders support the Wayside Schools' core values and will work to build a culture of achievement as well as strong character in our students.

All in-house Coaching or Collaboration Opportunities when possible will be filmed and uploaded to the Human Capital Platform for real-time access for all participants to review innovative techniques.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227-803	Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

SR#6 Strategic Compensation Plan

The second area crucial to the success of **PEP** beyond the Leadership Development Strategy and use of the Human Capital Platform is the implementation of a **Strategic Compensation Plan.** This plan allows Wayside Schools to hire and retain high caliber teachers and school leaders by offering: base pay commensurate with local districts, better quality health care benefits, and *additional* and *differentiated* compensation. The **Strategic Compensation Plan** impacts the 2014-15 hiring cycle. *The Board of Director's is committed to utilizing state funds provided through the School Foundation Program to develop a base compensation plan commensurate with local districts.*

The **PEP** funds will be used to supplement *teachers'* base pay with *additional compensation* for the following items:

- Advanced degrees
- Additional certifications (special education, bilingual, English as second language)
- Meeting or exceeding personal growth targets on annual formal evaluations
- Teacher Leader roles
- Trainer of Trainer roles
- Bilingual (teacher of record)

The **PEP** funds will be used to supplement *teachers'* base pay with *differentiated compensation* for the following items:

- High needs positions such as math, science, and foreign languages
- Previous/current training in the International Baccalaureate Program
- Trainer of Trainer roles
- Highly Effective Teachers (based on proven prior success with similar student demographics)
- Haberman "Star" Quartile Score

The **PEP** funds will be used to supplement *school leaders'* base pay with *additional compensation* for the following items:

- Previous/current leadership in the International Baccalaureate Program
- Trainer of Trainer roles
- Highly Effective Leadership (based on proven prior success with similar student demographics)
- Meeting or exceeding student performance expectations

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Schedule #16—Responses to Statutory Requirements

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Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

SR# 7 Recruitment and Hiring

Key to the success of Wayside Schools is ensuring only the highest quality educational professionals work in and lead our schools. **PEP** lays out a clear plan and strategy for recruiting, evaluating candidate quality and preparedness, and ensuring best fit for both the potential staff member and school. The additional special focus placed on leadership readiness and potential is critical in **PEP** to ensure a robust pipeline of sustainable leadership at both the classroom and school administrative levels.

Recruitment and Hiring Process

The recruitment and hiring process included in **PEP** is split into two distinct tracks based on the source of the applicant. Applicants for positions are broken into two main types, partner institution developed applicants and external applicants.

Partner institution developed applicants are a pool of talent made up of new, year-zero teachers. These are teachers that are coming straight out of educator preparation programs. As our organization has grown, we have relied greatly on this source for teachers. **PEP** allows Wayside Schools to build a greater pool of partner developed applicants. With **PEP** in place, Wayside Schools creates a formal memorandum of understanding (MOU) with St. Edward's University's School of Education. St. Edward's University is accredited by TEA and a "5 STAR" winner for quality of student as reviewed by the National Council on Teacher Quality. The goal of the MOU is to get aspiring teachers starting their junior year of college to formally enter a Wayside Schools campus to begin their field-based practice as part of their required teacher preparation block. During this year, students will observe, collaborate, and co-teach with teacher leaders. In addition, aspiring teachers will begin to be exposed to the expectations and specific needs of Wayside Schools' culture of excellence. The most promising and developed of the aspiring teachers will be invited to pursue a formal student teaching pre-service position for the fall of their senior year of college. This period would serve two functions: provide the student teacher to receive critical and targeted experience in a Wayside Schools campus, gain key evaluative feedback on progress, and allow student teachers to be reviewed for fit and consideration for hire within Wayside Schools. Additional screen and review would be conducted prior to selection for employment as reviewed below in the external applicants section.

For external applicants, meaning those applying without a direct connection to a partner institution, Wayside Schools will utilize the following process as part of **PEP**.

All persons hired will go through an interview process using the Haberman "Star" Teacher Interview. This interview process reflects 40 years of evidence-based research. Individuals who score high on the interview are more likely to succeed with at-risk youth, through identification of qualities that reflect persistence, creativity, resiliency, and professionalism.

Applicants shortlisted for potential employment with Wayside Schools based on the quality of their application, Haberman score, and references will be required to prove key competencies through the demonstration of sample lessons to be reviewed by a panel of teacher leaders and key school leaders.

Beyond skill assessment, applicants will be appraised for additional leadership potential and a proven track record of success serving students with similar educational needs and demographic qualities. Key areas of focus will be in the area of maintaining student engagement and clearly articulating goals and action plans toward meeting targets.

If selected for employment, all new staff will be paired with a senior teacher as mentor and be assigned a **PEP** coach.

Additional Means to Determine the Quality of the Applicant and Preparedness

Beyond the process described immediately above, the additional preparedness of an applicant will be evaluated by

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reviewing the quality of the education preparation program they graduated from. Sources such at SBEC Accreditation and Success Ratings, US New and World Report Ratings, and National Council on Teacher Quality Rankings will be used to review the quality of the preparation program. In addition the applicant's success rate on all educator preparation exams concerning content areas, pedagogy, and special endorsements will be reviewed and considered.

Evaluating Teaching Experience

Finally, applicants will have their teaching experience reviewed and referenced. This review will be both qualitative and quantitative in nature. The quantitative review will look into all academic accountability that is publicly available from prior employers. Although this is not a definitive indicator of the quality of an individual teacher, it does provide critical insight into their campus experience and demographics served previously.

Finally, the quality of professional reference from the previous employer will be reviewed along with any available professional evaluation data. This qualitative review will allow Wayside Schools though the **PEP** program best assess the quality of applicant and potential for success and leadership tracking.

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Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

SR#8 Multiple Career Pathways

An effective method for combating the high national rate of turnover for new teachers is to establish and clearly communicate pathways for advancement within the Wayside Schools district. Keeping those with leadership qualities within our district creates a culture of excellence that translates to strong students and strong district leaders.

Career aspirations can vary from teacher to teacher just as much as teaching styles can. Creating multiple career pathways to fit each teacher's personal strengths and goals and to offer increased responsibility and salary without requiring a teacher to leave the classroom they love is essential to maintaining a talented, satisfied, and collaborative staff.

All too often, career advancement pathways exist within school systems but are not adequately communicated to staff. Teachers may know that it is possible to begin as a teacher in the district and eventually become Principal, but they might have no idea of the first step to take in that process. Making literature on possible paths of advancement readily available to staff can go a long way toward assuring teachers that the desire to move up and earn increased financial compensation and take on a variety of new responsibilities is not only accepted in Wayside Schools but also encouraged. Designating time during formal evaluations when Principals discuss possible career paths with teachers and help determine where to start along those paths will also help promote ambition as a positive quality in a teacher, even if that ambition eventually takes the teacher out of the classroom completely.

Once a teacher's career goals have been established with the Principal, formal evaluations will begin to check in on what progress has been made toward that goal and what the next step may be.

Advanced Teaching Certifications. While Instructional Coaches are hired from a pool of teachers who have achieved *Innovating* in the Seven Categories of Evaluation, that is only one possible position for a teacher to consider as he or she progresses throughout his or her career. For those who do not wish to become an Instructional Coach and would prefer to remain in the classroom as a teacher of record while climbing the ranks toward *Innovating*, a long-lasting relationship with an Instructional Coach will help achieve those results. As a teacher increases his or her skills, beginning the application process for National Board Certification would be encouraged through assistance from school leaders and financial incentives.

Teacher Leaders. A first step in leadership for many will be a position as Teacher Leader. Teacher Leaders are those who exhibit strong leadership potential both inside and outside of the classroom. Teacher Leaders will work closely with Instructional Coaches to plan and create material for the Human Capital Platform and organize for collaborative team meetings. The effectiveness that a Teacher Leader shows in that role will be taken into strong consideration when the opportunity for advancement into further career pathways arises. Teacher Leaders will be taking on additional responsibilities outside of their daily teaching tasks, and for that they will receive a financial compensation of $5,000.

Instructional Coaches. For those seeking to become an Instructional Coach themselves, the basic mentoring relationship will guide the teacher or Teacher Leader toward the necessary *Innovating* levels, while mentoring that is specific to the duties of an Instructional Coach also begins. Stepping into role of Team Leaders will also be considered an important qualification for those seeking the Instructional Coach position. Principals and APs will become heavily involved in the training process, as clear communication and a favorable rapport is essential between Instructional Coaches and the Principal and AP. Necessary accommodations will be made to allow for aspiring teachers to spend time during the day shadowing an Instructional Coach and being introduced to the resources needed for the job.

School Leadership. Because strong leadership is the driving force behind a successful school, it is crucial that well-trained and prepared individuals always fill the roles of Principal and AP. Maintaining consistency for those leadership positions is paramount to the smooth daily operation of the school. However, some turnover is eventually inevitable as

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people retire or move on to other careers, and in that event, hiring a new leader can be an uncertain venture. Minimizing the gap between when the Principal or AP exits and when someone else can step into that role and reestablish equilibrium is essential to the success of all functions. While external hiring may create a larger applicant pool, entering into a new school climate always comes with a period of adjustment, and even with multiple rounds of interviews and glowing recommendations, it is impossible to rule out a great deal of uncertainty about how an applicant will fill the position. With the unique culture of Wayside Schools, the ability to accurately judge an applicant's compatibility with the school becomes even more uncertain.

Hiring internally to fill these leadership roles can eliminate that margin of uncertainty if the proper training and development of candidates is provided prior to the departure of a school's leader. However, this staff development must be *a proactive process*, always taking place, *rather than reactive*, only commencing once a school leader has announced his or her departure. While not all aspiring teachers will eventually find themselves in the role of Principal or AP, encouraging teachers to begin pursuing the path of school leadership immediately will ensure that when those slots open up, those making the hiring decisions, as well as the Principal or AP, will already have a strong indication of who will best fill the position. Alternate leadership roles, such as Teacher Leader and Instructional Coach and their financial incentives will still be available for those who were not selected for the position.

Once a teacher has successfully achieved the rank of *Applying*, he or she may express interest in a role in school leadership, and a training process will follow. One of the first steps to this development will include scheduling time for a teacher to begin shadowing the Principal or AP and eventually take on certain duties associated with the desired job. Teachers who wish to pursue this career pathway would occasionally rotate through various duties of school leadership to develop a complete perspective of the responsibilities of the job, thereby creating a qualified pool of teachers to consider when the time for hiring arose. Not only would the applicant pool already understand many of the specific duties of the job, they would also have experience within the Wayside Schools culture, having worked within it for an extended period of time, and understand the climate and high standards that are set for teachers, students, and leaders. With less of an adjustment period for the incoming Principal or AP, the disruption of a school leader's departure would be minimized, if not eliminated.

Charter Management Office. A teacher may express a desire to pursue work in the CMO, and that pathway, too, would be acceptable and encouraged. Creating a qualified internal hiring pool for CMO jobs is just as crucial as creating one for school leadership positions. A similar shadowing process may commence wherein the teacher begins to work closely with a staff member from the CMO to learn the duties associated with the particular career of interest. That teacher's formal evaluations would then include progress notes from the CMO mentor.

Each of the career pathways would allow for a multitude of checkpoints to chart progress and reassess goals. Providing an opportunity for teachers to take on some of the roles of the job they aspire to have will also allow the teachers to test-drive the role, so to speak. Making sure that those who are hired to fill open leadership positions know what to expect once in the role will go a long way to avoiding turnover in the crucial positions where stability and consistency are so important.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227-803	Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A waiver is not necessary as Wayside Schools receives federal funding under Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. Section 6301 et seq.); and has a majority of district campuses with a student enrollment of which at least 50 percent is educationally disadvantaged.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

A waiver is not necessary as Wayside Schools receives federal funding under Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. Section 6301 et seq.); and has a majority of district campuses with a student enrollment of which at least 50 percent is educationally disadvantaged.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227-803	Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A waiver is not necessary as Wayside Schools receives federal funding under Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. Section 6301 et seq.); and has a majority of district campuses with a student enrollment of which at least 50 percent is educationally disadvantaged.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A waiver is not necessary as Wayside Schools receives federal funding under Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. Section 6301 et seq.); and has a majority of district campuses with a student enrollment of which at least 50 percent is educationally disadvantaged.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 227-803 | Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Wayside Schools will not be able to implement most, if not all aspects of the **Pursuit of Excellence Program (PEP)** without additional funding through the EEIP grant. Some limited work toward **PEP** goals could be achieved such as; school leaders could develop a Leadership Development Strategy or refine and enhance the Teacher Formal Evaluation tool work. In order to achieve this Wayside Schools would hold teachers to an additional higher standard without having the resources to properly training them to be more successful in their craft. Because of this, systemic long-term success is not likely.

Currently due to the limited funds currently appropriated by the state, Wayside Schools salary schedule was not increased between the 2012-13 and 2013-14 school years. Despite a legislative increase in state funding this school year, the total impact to Wayside Schools was less than $70,000 in additional funds. While faculty did receive a minimal step increase, it still left 81% of our teachers with a **salary of 4.2% less** (on average) than their ISD counterparts in central Texas. Although the Board of Director's is committed to ensuring that 100% of our faculty is compensated equally with their peers in surrounding schools districts in the 2014-15 school year, the availability of funds will drive the ultimate decision. In order to achieve this this goal Wayside Schools is projecting an increase in payroll expenses of **$242,807** or **6.9%**, factoring in the additional 15 teachers that will be needed in 2014-15 to serve our growing student population. The reality is that without an additional revenue source, it is almost certain that the majority of our teachers will still be compensated at a lower rate then their ISD peers.

In analyzing the availability of other revenue sources to support **PEP**, specifically, federal Title I funds, it is very apparent that Wayside Schools cannot sustain this program using its current appropriation. Currently Wayside Schools has received **$111,019 in Title I funds** for the 2013-14 school year. **Forty-three percent or $48,250 is allocated for salaries to pay for after hours tutoring**, and another **22.5% is allocated for contracted interventionist** through the Dana Center at the University of Texas (ACE program). If the remaining $37,769 we reallocated to **PEP**, it would not be adequate to pay for one part-time coach, and would eliminate all the supplies and materials currently purchased with those funds.

The reallocation of any Title I funds would be detrimental to the academic program at Wayside Schools. Most students new to Wayside Schools this year have been tested at 1-2 years below grade level, specifically grades 3rd, 4th, 5th, and 7th – 9th are all testing significantly below STAAR passing levels at this point in the year in math, reading, science, and writing. Although Wayside Schools continues to make progress and has always been a high performing school, the recent influx of new students more than one year behind grade level is staggering. Improved access to highly effective teachers and additional academic support is crucial to the success of every student.

In addition, innovative partnerships to recruit top new teachers, with universities like St. Edwards University are also compromised if their aspiring teachers cannot find the support needed at Wayside Schools to be successful in education.

Without a doubt the Educator Excellence Innovation Grant funding is essential if Wayside Schools is to meet the objectives of the **Pursuit of Excellence Program**, and truly develop an effective end-to-end model to identify, develop, promote and retain the best classroom and school leaders over time.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 227-803 | Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Year	Month	Grant Activity	SR #1 Induction	SR# 2 Observe	SR #3 Evaluations	SR #4 Collaborate	SR #5 PD	SR #6 Compensate	SR #7 Recruit/Hire	SR #8 Career Path
YR 1	14-Apr	Finish Job Desc. and Hire PEP Director	Principals to review coaching needs				Identify PD Needs	Board Adopts Compen-sation Plan	Begin Leadship Development Strategy Begin Harberman Interview Onboarding Activities	Review Leadership need for next school year
YR 1	14-May	Hire Consultant for HCP, begin design	Hire Instructional Coaches	Design Obs Process in HCP	Design Eval Process in HCP		Plan Summer PD			
YR 1	14-Jun	Build matrix for grant/evaluation process	Develop Coaching Standards	Revise Walk Thru Rubric	Revise Evaluation Tool	Define Collaboration Standards	Ongoing PD	Research Innovative Pay		
YR 1	14-Jul	Educate community on grant	Schedule Coaches			Introduce Collaboration	Implement PD		Ongoing development of online personnel support Evaluate pre-service students	
YR 1	14-Aug	Roll out HCP 1.0	Train Teachers		Basic Eval. Tool in HCP	1/2 day Collaboration Opportunities ongoing	Ongoing PD			
YR 1	14-Sep	Monitor, evaluate, revise PEP as needed for success	Obs/Coach	Walk-thru	Review Coach and Principal Feedback in HCP and offer PD suggestions		Ongoing PD			
YR 1	14-Oct						Identify PD Needs			
YR 1	14-Nov			Walk-thru			Ongoing PD			
YR 1	14-Dec						Ongoing PD			
YR 1	15-Jan	Roll out HCP 2.0	Review Coaching Standards				Implement PD			Review Leadership need for next school year
YR 1	15-Feb	Define changes for HCP, monitor progress	Obs/Coach	Walk-thru			Identify PD Needs			
YR 1	15-Mar						Ongoing PD			
YR 1	15-Apr			Walk-thru			Identify PD Needs			
YR 1	15-May	Begin Year 1 evaluation process File Amendment if needed	Collaborate on Evaluations	Collaborate on Evaluations	View Final Evaluation in HCP		Ongoing PD	Board Adopts Compen-sation Plan	Revise Onboarding Activities	
YR 1	15-Jun	Roll out HCP 3.0	Review Coaching Standards	Revise Walk Thru Rubric			Ongoing PD	Award YR 1 Stipends		
YR 2	15-Jul	Educate community on grant progress	Schedule Coaches		Revised Evaluation Tool on HCP		Implement PD	Research Innovative Pay	Ongoing development of online personnel support Evaluate pre-service students	
YR 2	15-Aug	End of Yr 1 (31st)	Train Teachers		Review Coach and Principal Feedback in HCP and offer PD suggestions	1/2 day Collaboration Opportunities ongoing	Ongoing PD			
YR 2	15-Sep	Monitor, evaluate, revise PEP as needed for success	Obs/Coach	Walk-thru			Ongoing PD			
YR 2	15-Oct						Identify PD Needs			
YR 2	15-Nov			Walk-thru			Ongoing PD			
YR 2	15-Dec						Ongoing PD			
YR 2	16-Jan	Plan for final grant activities	Review Coaching Standards				Implement PD			Review Leadership need for next school year
YR 2	16-Feb	Define changes for HCP, monitor progress	Obs/Coach	Walk-thru			Ongoing PD			
YR 2	16-Mar						Ongoing PD			
YR 2	16-Apr			Walk-thru			Identify PD Needs			
YR 2	16-May	Begin Year 2 evaluation process File Amendment if needed	Collaborate on Evaluations	Collaborate on Evaluations	View Final Evaluation in HCP		Ongoing PD		Revise Onboarding Activities	
YR 2	16-Jun	Roll out HCP 4.0	Review Coaching Standards	Revise Walk Thru Rubric				Award YR 2 Stipends		
YR 2	16-Jul		Schedule Coaches				Implement PD			
YR 2	16-Aug	End of Grant (31st)	Train Teachers				Ongoing PD			

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Wayside Schools staff at all three campuses listed in this grant application have been given the opportunity to review the goals and objectives of this Educator Excellence Innovation Grant application. A voting opportunity was conducted via Survey Monkey.

At the time of this grant, 67 teachers are employed as classroom teachers. Of the 62 teachers (92.5%) that participated in the vote, **61 or 98.4% of them voted to support the submission of this grant application**, 1 teacher or 1.6% voted to not support the submission of this grant application.

The leadership teams of Wayside Schools (Central office and campus level) are unanimously in support of the submission of this grant application.

Survey data will be retained based on the retention records of this grant.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Wayside Schools has three campuses in South-Southeast Austin. Participation in the EEIP grant will be district-wide.

Eden Park Academy, campus 227-803-101
Grades PreK3 – 6th grade

The REAL Learning Academy, campus 227-803-102
Grades PreK3 – 4th in 2013-14
Grades PreK3 – 5th in 2014-15
Grades PreK3 – 6th in 2015-16

Sci-Tech Preparatory, campus 227-803-001
Grades 7th -10th in 2013-14
Grades 7th -11th in 2014-15
Grades 7th -12th in 2015-16

As shown above, two of the schools will be growing to there full grade level capacity over the course of this grant.

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